

ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY

SCHOOL OF HUMANITY AND LAW

DEPARTMENT OF ENGLISH, POST GRADUATE

**AN ASSESSEMENT ON THE PERCEIVED ROLE OF TEACHERS AND
STUDENTS IN USING AUTHENTIC MATERIALS IN SPEAKING CLASSROOM:
THE CASE OF TULUBOLO GRADE12 PREPARATORY SCHOOL**

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MAY, 2015

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STUDENTS IN USING AUTHENTIC MATERIALS IN SPEAKING
CLASSROOM: THE CASE OF TULUBOLO GRADE12 PREPARATORY
SCHOOL**

BY: LEMMA TULU

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MAY, 2015

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Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university.

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ABSTRACT

The main objective of this study is to assess the perceived role of teachers and students on using authentic materials in speaking classroom in grade twelve. This study is mainly concerned with assessing the role of authentic materials, the perception of students and learners, the role of teachers and students play in speaking classes and problems related to authentic materials in teaching and learning speaking skills.

To achieve the stated objectives, an instrument like questionnaires, classroom observation and an interview were used to gather the required data.

The data were categorized and descriptively analyzed .The finding showed that authentic materials were not properly used to enhance the speaking skills of the learners. On the other hand the role of teachers and students in improving speaking skills of the learners found to be low. Teachers were observed that they rarely encourage the students to participate in the classroom and practice the speaking skills outside the classroom in their real life. This leads to weak performance of the learners in using the language inside and outside the classroom. Finally this research paper provides recommendation that could bring about a change about the implementation of authentic materials in teaching and learning speaking skills

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Teaching materials play a crucial role in language teaching and learning process. Teaching materials like authentic materials in particular play a great role in teaching speaking skills. They may not only provide learners a wide range of useful information but also can play a part in enhancing learner's motivation for speaking. To do so, students need to have an exposure to authentic materials that enables them to learn the language. On the other hand, learners need to encounter language that provides authentic and meaningful communication tasks that initiate them to speak English. It simply mean if they use authentic materials, they can realize and use the items in a language lesson to carry out different activities and function in the classroom and real life situation. Regarding this point Lee (1995) argued that authentic materials play an important role in leading the students up to the reality outside the world and preparing them to the performance of similar function and participation in congruent situation. Richard and Rodgers (1990) also emphasized that authentic materials are a perfect points of departure in practicing speaking skills and developing learners' communicative competence. Therefore the need to be able to use authentic materials in teaching speaking skills is very crucial.

Authentic materials have many advantages in enhancing speaking skill and to develop communicative competence of the learners. Provided with so many opportunities, teachers and students are encouraged to explore the use of authentic materials in English as a foreign language. Students can have an opportunity to use authentic materials for speaking skills because they are exposed the real language and may be inspirational for some students. Vorland (2002) identified that the role of authentic materials in enhancing speaking skill by stating that they "(a) give the students the opportunity to practice English, (b) help the students to gain confidence in their English ability, (c) expose the students to cultural differences and customs, and (d) help the students develop their ability to find pertinent information quickly."

Generally, authentic materials like other teaching materials take into consideration the level of learners and present activities that would be used in the life of learners inside and outside the classes. According to Jacobson (2003:1), authentic materials are print or learner-contextualized materials and activities that are used in the classroom in ways that they would be used in the lives of learners outside their classes. For the present study the researcher focuses on the role of

Authentic materials in enhancing speaking skills because it is the area where the researcher has been interested in and the issue this study is focused on.

1.2. Statement of the problem

In teaching and learning process, speaking is a very important part of language that enhances communicative efficiency. The goal of teaching speaking skills is to interact and communicate actively with people. To achieve this goal, teachers need to use an appropriate authentic material that enables the learners to interact actively in the classroom. Breen,(1985:63) emphasizes that implementing authentic speech in speaking classroom allows students to have immediate and direct contact with input data which reflect genuine communication in the target language.

On the other hand, many ESL students have problems in comprehending speech spoken by English native speakers at the normal rate. Moreover, some students often panic when they hear the English language on television, radio, or in situations in which speech is fast and nothing is repeated. Rogers & Medley, (1988) explain that one way to prepare ESL students for encounter with real language is to apply real language or authentic speech in the ESL classroom.

Learners should be able to make them understood, use their proficiency to the maximum level. They should try to avoid confusion in the message due to faulty pronunciation, grammar or vocabulary, and to observe the social and cultural rules that apply in each communication situations.

However, the researcher of this study has recognized students who have faced difficulty even after completing high school in using speaking skills. They are, rather, forced to use their first language instead. From his personal experience, the researcher feels that the problem could be common among some university and college students. He believes that ineffective learning might result from ineffective utilizing of authentic text in teaching. Therefore, he thinks that the role of teachers in developing speaking skills is very important.

Even though various researches have been conducted on speaking skills in an EFL classes, no study has been done in Ethiopia as far as the researcher's knowledge is concerned in relation to the role of authentic materials in speaking classroom. Therefore, the researcher believes that, this area need attention and should be researched. The study is hoped to bridge the existing research gap in our country in the area.

1.3. Research Objectives

The general objective of this study is to assess the perceived role of teachers and students in using authentic materials in classroom at Tulubolo grade 12 Preparatory School. Specifically it aims to:

1. identify the role of authentic materials in g speaking classroom.
2. find out the teachers' and students' perception on using authentic materials
3. examine the teachers' and students' role in speaking classes.
4. explore some problems in using authentic materials in teaching and learning speaking skills, if there are any.

1.4. Research Questions

Based on the above specific objectives the following are basic research questions:

1. What are the roles of authentic materials in teaching speaking skills?
2. What are the perception of teachers and students in using authentic materials in speaking classroom?
3. Do the teachers and students play their roles in speaking classes?
4. What are the problems that might encounter in using authentic materials in teaching and learning speaking skills?

1.5. Significance of the study

The findings of this study might have the following benefits:-

- It might benefit the teachers and students in order to come up with several proper projects for teaching and learning speaking using different types of authentic materials.
- It might improve teachers' motivation to prepare the teaching aids for the learning and teaching process. By doing so, it can enhance the learning process in speaking classes.
- The findings might hopefully help to have a new perspective from the students towards authentic materials. It might also help teachers to develop their own teaching materials besides using textbook. They can collaborate with other department to make sure they will be able to help the students to learn English in a better way.

- It might help them to score in the subject using different techniques and materials. 14
- The study also would give benefit to other researchers who are interested to carry out the study on the same field. Therefore, many findings can be derived to fill in the gap pertaining to authentic materials.

1.6.Scope of the study

The scope of the study would focus on South West Shewa Zone, Becho Wered, Tulubolo Preparatory School of grade twelve students. The grade level was selected that the researcher thought that they better understand the authenticity in relation to textbook. To illustrate this point Guariento and Morley (2001) argue that the use of authentic materials on students at intermediate and advanced levels is advantageous while for students at the lower level seems to discourage and frustrate the students. This is because, it is easier for the intermediate and advanced students to interpret the materials used as they have already known a wide range of vocabulary and the language structures. In addition, with higher cognitive level, they can easily absorb new things taught with authentic materials.

1.7.Limitation of the Study

Since no study has been conducted on the area the researcher faced shortage of references .The constraints of time and money forced the researcher to select only one high school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter provides an overview of related literature significant to the study. It discusses on the definition, types, sources and nature of authentic materials, reasons for using authentic materials in classroom, Problem related to authentic materials, consideration in selecting and implementing authentic materials in classroom, the role of authentic materials in teaching speaking skills, The role of teachers and students in speaking classroom The process of teaching speaking skills, and finally it winds up with the role of virtual relia in teaching speaking skills

2.1. Definition of authentic material

Authentic materials are defined differently by different scholars. For instance According to the Oxford Dictionary (2010), the word ‘authentic’ derived from the Greek word ‘authentic’, that can be defined as genuine and not a copy of something. Rogers (1988) defined authentic materials as materials that are appropriate and good in terms of goals, objectives, learner needs and interest as well as natural in terms of real life and meaningful communication. Lee, (1995) on the other hand, deduce that learners themselves can create authentic situations by using inauthentic materials and vice versa .Biber (1995) defined authentic materials as authentic texts that allow for verification of classroom facts and they enable teachers to contextualize their instruction within the students’ lives and provide literacy instruction using the very materials the students will engage with as they live those lives.

In addition, Jacobson (2003:1) defined authentic materials as print or learner-contextualized materials and activities used in the classroom in ways that they would be used in the lives of learners outside their classes. Authentic materials in the classroom therefore are materials produced by teachers or writers for students and designed to convey real messages of some sort. The focus in learning a foreign language is to learn a language and be able to use it in the outside world .Therefore, to be able to communicate naturally; learners should be involved in natural communicative language use in the classroom where the classroom has to be authentic.

The concept of Authenticity can be suited in the social interaction of the people by using the language. As Tatsuki (2006:3) implies, “we create our own sense of authenticity through social

interactions, through our use of language.”On the other hand, it may be deduced thereby that learners themselves can create authentic situations by using inauthentic materials and vice versa (Lee, 1995).

2.2. Types, Sources and nature of authentic materials

It is good to explain on the possible types of authentic materials as well as their sources, because not all the teachers are exactly realize how easily accessible and adaptable real-life materials. Uzar(2005) enumerates various types of authentic materials like magazines ,newspapers, Media, literature (novels, poems, short stories and so on),DVD technology which helps to create video-assisted lessons, internet which offers teachers online information, newspapers and magazines can be accompanied by already prepared exercises, lessons or handouts. What he underlines is the fact that this source of authentic materials gives teachers access not only to develop tasks, but also “allows (...) to view fora, blogs, discussion groups” (2005:45) which promote “real-life language and the current parlance of the day.”

According to Martinez (2002), along with the emergence of World Wide Web, teachers are able to have “visual stimuli, (...), live radio and TV, video clips and much more” for the purpose of teaching speaking lesson.

Concerning the nature of authentic materials, Biber (1995) points out those authentic materials have the following characteristics. First is that they are objective as opposed to intuitive? Second, when adopted as a teaching resource, authentic texts allow for verification of classroom facts. Third, authentic materials are pedagogic in that, as teaching materials, they bring variety of learning methodology to the classroom, thereby enhancing learner motivation. They enable teachers to contextualize their instruction within the students’ lives and provide literacy instruction using the materials the students will engage with as they live those lives.

2.3. Reasons for Using Authentic Materials in the Classroom

Teachers should prepare students for the real world by rehearsing using materials that are used in the real world. One of the ways is to establish an authentic learning environment and to use authentic materials in EFL classes. Newman (1993) suggests that a lesson can gain the authenticity by creating more relationships with the real world where students live.

Authentic materials, on the other hand, are used in the classroom for various reasons.

For instance, Peacock (1997) gives the following reasons to use authentic materials: First, they have a positive effect on learner motivation. Secondly, they provide authentic cultural information. Thirdly, they provide an exposure to real language. Fourthly, they relate more closely to learners' needs. Finally, they support a more creative approach to teaching. In addition, the students can develop their practical skills and get benefits when they work cooperatively and communicatively with their friends, parents and teachers, inside and outside the classroom. As a result, they will be motivated to continue learning the language even though they are not in the classroom. Their learning space is everywhere as they have been rehearsed the language with authentic materials in the classroom before. The use of authentic materials has been supported by Robinson (1991) that they can provide students with up to-date knowledge, expose them to the world of authentic target language, they can bring the real world into the classroom and significantly enliven the class.

There are several factors that form the character of workplace spoken texts that necessitate the use of authentic texts in the instruction of speaking skills. Haliday, M (1990) identifies factors like the relationship between the speaker and the listener(s), the culture of the speaker, politeness, and levels of communication. Thus, for learners to get a clear picture of all these issues in learning speaking, the use of authentic materials in the classroom that drawn from workplace settings will be inevitable.

In general according to Karpova,(1999:73) points out that authentic materials are used in the classroom for the following three reasons: First it will expose learners to a wide range of natural business language that is employed in the application of the speaking in the workplace. On the other hand, they will bring reality to the classroom and make interaction meaningful. It therefore succeeds in connecting the classroom to the outside world and bringing the outside world to the artificiality of the classroom. Secondly, authentic materials will make the teaching and assessment to focus on skills rather than the facts of language. The learners will be exposed to how the authentic texts are structured and how they work in the working environments where they are created. As a result, the teaching and learning of language moves away from delivering a set of facts to be memorized for examination purposes and lets the learners to see for themselves what the functional texts are. Thirdly, instead of constructing idealistic texts for instructional purposes, most of the authentic materials will be readily available, inexpensive

teaching resources. Such texts as notices, advertisements, selected notes from internets, and memos are easy to access.

Karpova (Ibbid) Authentic materials will also necessarily add variety to classroom activities and support a more creative approach to teaching. Thus, the learners will have a chance to practice the skills learnt in the classroom in real life situations. This strategy will certainly have a positive effect on learner motivation. Karpova, (1999:77) points out that since traditional methods fail to involve the learner in the learning process, authentic materials are believed to enliven the classroom, being a powerful motivating factor, by providing motivation through enjoyment.

It seems that authentic materials are the perfect means that can create opportunities for learners' participation. That means the use of authentic sources leads to greater interest and variety in the material that learners deal with in the classroom. As a matter of fact, it increases their motivation and soliciting their active participation in activities. Furthermore, successful comprehension of authentic texts can be confidence building and highly motivating ,and gradually they pave the way to the learners' autonomy just like that described by Shrum and Glisan(1994): "Students process information in meaningful ways, take responsibility for their own learning, and become independent learners."

Authentic material allows the students to hear as much more real act of communication with all the interactional features which are not normally found in scripted materials. It gives them a true representation of real spontaneous speech with its hesitations, false starts and mistakes, which will make them more able to cope with 'Real Life' speech when they meet it outside the learning situation. Another use is that listeners are exposed to how people speak, how they display hesitations, pauses, false starts, topic shifting, incomplete structures and the like. On such impact of the use of authentic materials Nunan (1997:36) argues that learners:"Should be fed as rich a diet of authentic data as possible, because ultimately if they only ever encounter specially speaking dialogues and listening texts, the language learning exchange will be made more difficult". It is now clear that the characteristics of authentic materials are slightly the converse of the non-authentic ones. True, genuine speech displays natural rhythm, i.e. the way people speak in real-life settings.

In addition, Little (1989) points out that the introduction of authentic materials serves three important functions: enhancing motivation, promoting language acquisition and contributing to language immersion. Moreover, authentic materials reflect the culture and sociolinguistic background of the target language.

Knowledge of such cultural aspects gives the learner awareness in his/her communication acts. Communicative competence is not only limited to the mastery of grammar rules together with lexicon but also it is knowing when and how to speak i.e. appropriateness. A sentence might be grammatically correct and acceptable but inappropriate to the context. Authentic materials, in general, can be valuable sources of instruction and information for the learners by keeping students' knowledge updated.

2.4.The problem related to authenticity

One of the problematic matters behind the issue of authenticity is the fact that there are various ways to understand the term authentic. In other words, two different language learners might see the same task as either authentic or inauthentic. This is due to the fact that as people in general, language learners have their own kind and differences. Because of this realization, van Lier (1996:128) comes up with the notion of authentication that it is basically a personal process of engagement, and it is not certain if every language learner involved in the same authentic setting experiences it in the same way. He also points out that the teacher's own desire to make the learning more authentic might stimulate authenticity in the students as well.

As vanLier (1996:144) points out, the concept of authenticity is by no means a simple issue: "Authenticating language lessons is hard work for both the teacher and the students." As Sartre (1957:246) says "like individuality, such authenticity is not given, it has to be earned." Breen M(1985), known for his theories on authenticity, describes four types of authenticity that differ depending on what the teacher's goal with the material is. One is the authenticity of the texts that we may use as input data for learners, which corresponds to how authenticity is defined above. The second type takes into account the learner's own interpretation of texts: Does s/he understand it as it was meant to be understood? If so, the material is authentic to the learner regardless of its origin. The third type deals with how materials are actually used in language teaching. Do the teacher's methods make proper use of the materials? The fourth and last type deals with the social situation in the language classroom, meaning that the contexts that teachers create in conjunction with materials have to be relevant.

Hutchingson & Waters in Taylor (1994:85) summarizes Breen's ideas by stating that authenticity is not a characteristic of a text, film or newspaper in itself; it is a feature of a creation in a particular context and it can only be authentic in the context that it was originally created for (Taylor, 1994).

Widdowson (1990) argues that authenticity is entirely defined by the consumer. According to him, a material's authenticity depends on the consumer's perception of the genuineness of the material and whether or not s/he is able to react according to what is actually expressed in the material. The problem, claims Widdowson, is that second-language learners have a harder time understanding the tones of a foreign language and therefore the whole concept of authenticity in language learning is merely an illusion. Lundahl(1998) concludes that authenticity is a difficult term to use and proceeds to argue that it is a practical way of distinguishing between materials that have or have not been produced specifically for learning purposes .

2.5. The Role of Authentic Materials in Teaching and learning Process

Authentic materials have various impacts on the learners in teaching learning process. For instance, from the learner's viewpoint, they are motivating, interesting and useful, with content that does not cause them culture shock or discomfort (Young, 1980). The rhetorical structure of authentic materials must be appropriate to learner's needs and learning purposes (Widdowson, 1980). Media, DVD technology (...) can give students the exposure to highly pseudo-real spoken interaction in the target language. This can initially improve their skills in receptive phases and eventually lead them to higher skills in productive phases (Higuchi, 1998).

Learner-authentic materials are mainly learner-centered, and that they can serve effectively to promote learner's interest in language learning. In cognitive terms, they can provide learners not only with a chance to develop their linguistic and communicative competence, but also with an awareness of conventions of communication, which will enable them to use appropriate styles in different communicative contexts (Bacon, 1990; Lee, 1995).

2.5.1. The Media

In the process of teaching and learning language media have always been used to facilitate the task of language learning. Media have been exploited in different ways depending on the methodology selected. But whatever the approach is, it is universally agreed that media can do a lot to enhance the daily practice of language teaching. From printed to broadcast ones, media have always assisted teachers in their jobs, by bringing the outside world into the classroom and thus making learning more meaningful and exciting. Among the kinds of media that can be exploited are articles from newspaper and magazines, adverts, brochures, radio and television programs collected in vivo with all the background noises.

Azumi (1999) pointed out that media can automatically provide supplementary non-verbal information (i.e. background knowledge) for viewers.

It may be applied specially for those learners that have the visual and auditory intelligence.

2.5.2. The Internet

In the World Wide Web, teachers have at their disposal variety of materials that can be of great benefit to their students. Endless lists of materials such as texts, adverts, magazines, live radio and TV programs, video clips. Websites contain sections where students can chat with native speakers. It is worth mentioning here, that it is useless to ask students to go to the web and just listen or read without a clear aim. There must be a task behind any activity of any kind. For example, the teacher can search for sites that focus on a specific topic, make questions, and post them online. These online tasks can be performed by the learners themselves. In spite of the advantages it offers, the Internet cannot replace the hands-on three dimensional quality of real material brought by the teacher.

2.5.3. Recorded Materials

Over the last decades, recorded materials have received an immense interest to form the basis for listening and speaking activities. In addition to the already existing cassettes and tapes it is possible to use radio and TV programs which can be recorded “off air” It is a direct aid to many areas of language teaching, listening, speaking and even reading and writing can be introduced through the video cassette recorder.

Peacock (1997:16) points out the following advantages in using video recorded materials:

1. Speakers can be seen, and so the listeners have all the non-verbal clues to decipher the message. They see speakers’ facial expressions, their gestures and body movements.
2. The video cassette recorder helps students see the physical context in which speech is taking place
3. A variety of listening experiences can be brought to the students. Learners might listen or watch speeches, TV programs, and news reports with different accents at different speeds.
4. They provide students with the opportunity to hear native speakers especially when the teacher’s mother tongue is not English.
5. They are easy to operate and recording can be replayed over and over again.

2.6. Consideration in Selecting and implementing Authentic Materials in the Classroom

The selection of authentic materials must be appropriate and needs to be selected, adapted and possibly graded to match the learners’ level, needs, age, culture and even their learning styles. This can be done through needs analysis that the teacher defines clearly his/her objectives and

this would certainly enable him/her to select and grade his/her materials. Through objective needs analyses such as questionnaires, tests and mainly close class contact that the teacher can really diagnose his students' weaknesses and strengths. He /She can also evaluate their attitudes towards the target language and the material exploited. It is equally important to know that learners take in and process information in different ways and through different sensory channels.

Breen (1985) also suggests that authentic materials can be chosen based on the kinds of tasks they contain and how they engage the learners in authentic communication. Basically, tasks can be chosen that involve learners not only in authentic communication with texts and others in the classroom, but also about learning for the purpose of learning. This can often be one of the best activities; communication about how best to learn to communicate. According to Porter & Roberts, (1981) the degree to which the learners know the text format or background information will suggest which texts to select, how to exploit them, and the nature of possible preparatory work. It is clear that acquiring knowledge of format and probable content is part of the cultural boundary crossing

However; many elements interfere in the choice and implementation of the material to fit the teaching situation and meet learners' needs and interests. Therefore, for the materials to be effective, some criteria have to be taken into account: VanLier (1996) points out that the following points should be taken into consideration:

- Authenticity: The selected material should serve Communicative goals.
- Accessibility: The material should be easy for the learner to understand and suitable for the teacher.
- Appropriateness: It should suit the learner's age, level needs and interests.
- . Applicability: It should suit the teaching context and makes the objectives attainable
- Adaptability: It should be adapted to the learners' level, needs and interests.

2.6.1. Considerations for the Implementation of Authentic Tasks

There are several factors to consider in the selection of authentic materials with appropriate tasks for second language learners. Breen (1985:81) suggests that there are four factors involved in establishing text and learner authenticity:

- What is an authentic text?
- For whom is the text authentic?
- For what authentic purpose?

- What is authentic to the social situation of the classroom?

Breen (1985:83) also suggests that we might choose those kinds of tasks for the classroom, which are congruent with how people best undertake learning and, simultaneously, engage the learner in authentic communication. Basically, tasks can be chosen that involve learners not only in authentic communication with texts and others in the classroom, but also about learning for the purpose of learning. This can often be one of the best activities; communication about how best to learn to communicate. In addition, the degree to which the learners know the text format or background information will suggest which texts to select, how to exploit them, and the nature of possible preparatory work. It is clear that acquiring knowledge of format and probable content is part of the cultural boundary crossing (Porter & Roberts, 1981).

Apart from the materials themselves, there are three other aspects to consider in order facilitating an interaction between learners and materials. In pedagogical terms, these aspects might be defined as text factor (individual differences), task factor (task design), and learner setting factor (learning environment). To this list we could add the teacher factor (the teacher's attitude and teaching approach).

If we want tasks to be accessible to learners then, like materials, they should be learner authentic (Learner authenticity refers to the learner's interaction with materials in terms of appropriate responses and positive psychological reaction). The task design stage is crucial when using authentic materials, and according to Lee (1995, p. 325), the following points should be considered:

- In real-life communicative situations it is very common to use more than one language skill to achieve different communicative purposes, and for this reason an integrated skills approach is recommended.
- Contexts have to be provided tasks, so that learners can practice the skills in a natural, meaningful, and relevant way.
- The task content should be related to the authentic materials selected so that students can use them as a springboard for the tasks.
- Whether the task is used as pre-activity, practice activity, or post-activity depends on the course objectives, the skill(s) to be practiced, and learners' preferences.

2.7. The Role of Teachers in Using Authentic Materials to Teach Speaking Skills:

Teachers can play a great role in developing speaking skills of the students by considering and bringing different tasks. As an input such kinds of materials need to be preceded and refined.

To do so, Spelleri. (2002) identifies that the teacher should perform the following roles:

- **Filter:** He/she presents the language in a controlled manner and sufficient quantities to suit learners' level, needs and interests.
- **Culture Guide:** His/her role here is to introduce and to clarify any kind of information found in every authentic materials..
- **An Objective Chairman:** Sometimes authentic items may lead to clashes in some discussions on certain topics; the teacher must be a fair and sympathetic listener to give an appropriate suggestion.

2.8. The Role of Students in Learning Speaking Skills through authentic Materials

Besides the teacher's role, students play a great role in learning speaking skills. They are expected to participate in teaching-learning process in different ways. One of the most important outcomes of the movement towards more communicatively oriented language learning and teaching has been the enhancement of the role of the learner in the language learning process .

Cotterall and Crabbe (1999) believe that in formal educational contexts the most successful learners are autonomous (they accept responsibility for their learning; they constantly reflect on what they are learning, why they are learning, and with what degree of success of learning).

Scharle and Szabo (2000) point out those autonomous learners are those who accept the idea that their own efforts are crucial to progress in learning language and behave accordingly. When doing their homework, or answering a question in class, they are not aspiring to please the teacher, or to get a good mark. They are simply making an effort in order to learn something. They are willing to cooperate with the teacher and other in the learning group for every one's benefit (Ibid).

Hedge (2000: 76) agrees that an autonomous learner is one who is self motivated, one who takes the initiatives, one who has a clear idea of what he/she wants to learn and one who has his/her own plan for pursuing and achieving his goal. She also characterized autonomous learners as those who:

- know their needs and work productively with the teacher towards the achievement of their objectives.
- Learn both inside and outside the classroom.
- Can take classroom based material and can build on it.
- Know how to use resources independently.
- Adjust their learning strategies when necessary to improve learning.

- Manage and divide the time in learning properly.

Furthermore, Dickinson (1995:127) characterizes autonomous learners as ‘those who have the capacity for being active and independent in the learning process; they can identify goals; formulate their own goals, and can change goals to suit their own learning needs and interests; they are able to use learning strategies, and monitor their own learning’.

Kohonen et al. (2001: 36-37) insists that learners need to develop the following kinds of capacities:

- **Confidence:** sense of control and mastery of one’s body, behavior and the world.
- **Curiosity:** desire to find out about things.
- **Intentionality:** capacity to work with persistence and develop a sense of competence.
- **Self-control:** ability to modulate and control one’s action appropriately.
- **Relatedness:** ability to engage with others.
- **Communication:** ability to exchange idea, feelings and experiences with others developing trusts in others.
- **Cooperation:** balancing one’s needs with those of others in group situations.

2.9. The Process Teaching and Learning Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. In teaching and learning Speaking, it requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why and in what ways to produce language (sociolinguistic competence) (Cunningham,1999).

In the process of learning Speaking skills Brown and Yule (1983) drew a useful distinction between two basic language functions. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primarily purpose of speech is the maintenance of social relationships.

Nunan (1992) mentioned another basic distinction when considering the development of speaking skills: distinguishing between dialogue and monologue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purposes.

While all native speakers can and use language interaction ally, not all native speakers have the ability to extemporize on a given subject to a group of listeners. Brown and Yule (1983) suggested that most language teaching is concerned with developing skills in short, interactional exchanges in which the learner is only required to make one or two utterances at a time.

Bygate (1996) distinguished between motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using motor-perceptive skills for the purposes of communication. Motor-perceptive skills are developed in the language classroom through activities such as model dialogues, pattern practice, and oral drills and so on. Bygate (1996) suggested that, in particular, learners need to develop skills in the management of interaction as well as in the negotiation of meaning. The management of the interaction involves such things as when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep a conversation going and so on to negotiate meaning. Negotiation of meaning refers to the skill of making sure the person you are speaking to has correctly understood you and that you have correctly understood them.

Nunan (1992) added that one can apply the bottom-up/top- down distinction to learn speaking. The bottom up approach to speaking suggests that speakers start with the smallest unit of language, i.e. individual sounds, and move through mastery of words and sentences to discourse. The top down view on the other hand, suggests that speakers start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of these contexts to comprehend and use correctly the smaller elements of language.

Nunan (1996:13) claimed that a successful oral communication to develop speaking should involve developing:

- The ability to articulate phonological features of the language comprehensibly;
- Mastery of stress, rhythm, intonation patterns; an acceptable degree of fluency;
- Transactional and interpersonal skills;
- Skills in taking short and long speaking turns;
- Skills in the management of the interaction;
- Skills in negotiating meaning;
- Conversational listening skills (successful conversations require good listeners as well as good speakers);
- Skills in knowing about and negotiating purposes for conversations;

- Using appropriate conversational formulae and fillers.

Brown and Yule (1983) summarize the spoken language as follow:

1. Spoken language has simpler structure than written language.
2. Incomplete sentences are common in spoken language.
3. The amount of vocabulary is less in spoken language than in written one.
4. In spoken language interactive expressions like hum, well, oh are frequently used.
5. The density of information in spoken language is less than writhen language.

2.9.1 Developing Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question (Nunan 1991: 5-7).

In contrast, as cited in Parrott (1993), the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding (Parrott 1993: 97-99).

Nunan, Harmer, Penny (1991); Parrott (1993); Stern (1983) and Brown (1980) have indicated that teachers need to incorporate a purpose and an information gap and allow for multiple forms of expression to create classroom speaking activities that will develop communicative competence. They emphasize that teachers need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Different language scholars propose different activity types. Prabhu (1987: 110-112) for example, proposed three different activity types. These are:

- Information gap activity, which involves a transfer of given information from one person to another, from one form to another, or from one place to another-generally calling for the decoding or encoding of information from or into language.

- Reasoning-gap activity, which involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationship or patterns.
- Opinion-gap activity, which involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation.

Clark (1987: 238-239) proposes seven broad communicative activity types based on the communicative goal. He suggests, language programs, should enable learners to:

- Solve problems through social interaction with others.
- Establish and maintain relationships and discuss topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans.
- Search for specific information for some given purpose, process it, and use it in some way.
- Listen to or read information, process it, and use it in some way.
- Give information in spoken or written form on the basis of personal experience.
- listen to, read or view a story, poem, feature etc and perhaps respond to it personally in some way (for example, read a story and discuss it)
- Create an imaginative text.

Pattison (1987: 68-75) also proposes seven activity types. These include questions and answers, dialogues and role plays, matching activities, communication strategies, pictures and picture stories, puzzles and problems, discussions and decisions.

The Clark and Pattison typologies are quite different. Clark focuses on the sorts of uses to which we put language in the real world, while Pattison has a much more pedagogic focus.

Parrott (1993: 201-202) has identified nine various activity types designed to help learners develop their oral fluency.

- Information gap-activities: students share ideas from each other through group work.
- Ranking activities: students are given a possible list of something so that they are asked to put in order through group discussion.
- Jigsaw activities: students work in groups. Each student in the group has different section of a text. Without showing the material to each other they have to decide on the order in which the sections occurred in the original and pool their knowledge to answer general questions about the text.

- Guessing activities: students work in small groups, one of the students in the group is given a situation. The other students have to discover the situation given to the student by asking questions to which the answer is 'yes' or 'no'.
- Problem-solving activities: the students work in groups. One of the students in the group is given a bizarre story and an explanation of the background. The students tell the rest of the group the story. The other students ask questions to try to discover the background.
- Role-play: are activities in which the learners play parts.
- Group discussion: are activities in which the learners discuss and come up with the result (reach up on the consensus).
- Project-based activities: are activities to perform certain tasks in order to use the language through them.
- Prepared monologues: In these kinds of activities each student is asked to prepare to talk about a hobby or personal interests for two to three minutes.

Parrott (Ibid) recommends that teachers can use a balanced activities approach that combines language input (teachers talk, listening activities, reading passages, and language heard and read outside the class), structured output (which focuses on correct form), and communicative output (in which the main purpose is to complete a task) to help students develop communicative efficiency in speaking.

According to Parrott (Ibid), two common kinds of structured output activities are information gap and jigsaw activities. In both these type of activities, students complete a task by obtaining missing information-a feature the activities have in common with real communication.

Communicative output activities allow students to practice using all of the language they know in situation that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. Parrott (Ibid) cited that the most common types of communicative output activity are role plays and discussions.

In general, input is one of the important components of second/foreign language learning. Lee & Van Patten (1995) illustrates the role of the input in a way that is easy to understand. As they state input is an essential part of language learning process and there are better inputs that are more effective than others for language learners.

2.10 .The Role of Using Virtual realia as authentic material in the speaking classroom

The use of virtual realia is common place in the ESL/EFL classroom and is widely considered to have great value in fostering an active teaching-learning environment in speaking classes. By presenting information through diverse media, Virtual realia helps to make English language input as comprehensible as possible and to build "an associative bridge between the classroom and the world" (Heaton, 1979). As Berwald (1987) notes virtual realia "are not only a series of artifacts that describe the customs and traditions of a culture, but they are also a set of teaching aids that facilitate the simulation of *experience* in the target culture" (my italics). Virtual realia provides language learners with multi-sensory impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing, hearing, touching, and manipulating" items. And interaction with authentic materials aids in contextually grounding instruction by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of Virtual realia, then, can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning.

As Hess & Sklarew (1994) note, learners can explore aspects of American culture which are expressed in everyday realia items such as a Big Mac wrapper or the cover of *People* Magazine. And realia like greeting cards can provide great vocabulary in the form of puns, idioms, and slang. They can also serve as a springboard for a discussion of underlying cultural values, beliefs, and behavior as well as provide an often non-language-dependent means of introducing students to the lesson topic (Short, 1991). Further, there is evidence that through the use of realia teachers may increase the number of student responses (Waltz, 1986) and, therefore, overall participation and interest in learning activities.

Virtual realia is a collection of linguistic and non-linguistic authentic materials which have been compiled, scanned, and posted on our WWW server. The site offers a new perspective to using authentic materials by allowing EFL teachers instant access to cultural realia. It benefits especially those international teachers who are less mobile or unable to collect their own materials. It is motivating and meaningful in that it brings an authentic piece of the target culture into the language classroom. The added advantage with this new medium is that realia-based lessons need not be bound to cities and places that the teacher has physically been to but, rather,

can be based on materials from a variety of places collected from a variety of people with various interests.

Further, students interact directly with these materials rather than with someone else's interpretation and analysis of them and thus may find virtual realia even more appropriate for their interests than traditional authentic materials collected by the teacher. Another benefit of virtual realia is that the materials are truly interactive and more flexible than traditional ones in that they can be easily adapted and up dated. For example, a page from a brochure can easily be digitally altered for use in an information gap activity without damaging the "original." Further, teachers can choose which pages of the document to use in class rather than being forced to use the entire item.

The contents of the Virtual realia site are arranged by topic rather than by difficulty level. The reasoning is that teachers are often discouraged from using an attractive piece of realia because it appears to be too difficult. By not assigning a "level" to the items, teachers are more likely to select pieces which will compel their students to "reach" a bit. Also, rather than judging the apparent difficulty of the realia item itself, one should ensure that the accompanying tasks reflect the appropriate ability level for the students concerned. Adams (1995) notes, "students at lower levels stand to gain at least as much by exposure to well-selected authentic texts appropriate to their needs and abilities." With this in mind, special attention has been given to items rich in context and graphics and modest to moderate in text. The Virtual Realia items are intended to serve as "raw materials" for teachers designing lessons focusing content-based lessons, and skill area units. The sample activities included with many of the items suggest ideas that teachers can use when designing their own exercises. Sample activities and exercises designed include guided, short answer and vocabulary exercises as well as more open-ended, expressive activities like a role-play.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Research Design

The researcher used qualitative and quantitative type of research design to conduct the study. Since the study is mainly concerned with describing and analyzing the perceived role of teachers and students in using authentic materials in speaking classroom, this method is preferred over others. Moreover, the researcher feels that it would enable him to have access to multiple instruments of gathering information.

3.2. Research Settings

The study would be conducted at Tulubolo preparatory school, which is found in the south west Shewa Zone on the main road to Jimma. The school was chosen for its proximity to the researcher.

3.3. Selection of subjects

The general objective of the study was to examine the perceived role teachers and students in using authentic materials in speaking classroom at Tulubolo grade 12 preparatory Schools. In order to achieve this objective, from five preparatory schools in south west Shewa Zon, one was chosen from the existing five schools as target population together with their English language teachers teaching the same Grade level. The Students that would be taken as a sample from the total population of grade twelve students in Tulubolo preparatory was 495. From this total number of students, 80 students would be taken at a random sampling method. The teachers would be taken on the basis of comprehensive sampling method since they were only two who taught grade 12. The rationale to choose this grade was that it was the stage at which the students make adequate preparation in order to attend the next university level.

This level requires students' great effort to cope with the new situation where communicative language teaching active interaction takes place.

3.4. Instruments of Data Collection

To gather the necessary information from the respondents, questionnaire, observation, and interviews would be used as data collection instruments.

3.4.1. Questionnaires

The questionnaire would be designed as close and open –ended. During the administration of questionnaires respondents would be told the purpose and how they filled in the questionnaire orally. They would be also informed to fill in based on what actually happened in the classroom and about the role of authentic materials in teaching speaking .All the questionnaire administered for students would be translated in to Afan Oromo so that the respondents (students) easily gave answer about the role of authentic materials in presenting speaking lesson.

3.4.2. Observation

The observation technique was chosen as second tool to collect data for the present study. This is because the researcher believes that the instrument was able to provide him with the actual teaching in the classroom that the other instrument might not provide. The researcher uses observation checklist in order to examine the role of authentic materials, teachers, students and activities used by teachers and the extent these materials enhance speaking skill. Moreover, observations help the researcher in order to check the reliability of the data that would be collected from teachers and students through questionnaire.

3.4.3. Interview

An interview would be used to get additional information about the topic under investigation and to cross check the data collected through questionnaire and classroom observation. The interview will be conducted with teachers about the role of authentic materials in teaching speaking; the extent authentic materials enhance speaking skills and other related questions. Teachers' interview would be made with two teachers comprehensively selected from the school after questionnaire and observation.

3.5. Procedures Of Data Organization and Analysis

The data obtained through the questionnaire would be organized under similar category and analyzed quantitatively by using tabular method and frequency.

The total number of students that would answer the given question under the corresponding column would be calculated out of 100 and changed into percentages. But the data gained through interviews, and classroom observations would be analyzed qualitatively and would be transcribed and summarized.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. Students' Questionnaire

4.1.1. The role of Authentic Materials

The students were asked about the role of authentic materials in enhancing speaking skills and their responses are presented in the table below.

Table4.1: The role of authentic materials in motivating students

Authentic materials that are presented by teachers help in:		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Total
motivating you to learn speaking skills	Fre	27	14		30	9	80
	%	33.75	17.5		37.5	11.25	100

From the total of 80 students who gave responses to the role of authentic materials in motivating them to learn speaking skills, 27 (33.75%), and 14 (17.5%) replied 'strongly disagree' and 'disagree', respectively. But rest of the respondents 30 (37.5%) and 9(11.25%) replied 'agree' and 'strongly agree' in the respective order. This indicates that more than half of the respondents (51.25%) disagreed that authentic materials did not motivate them to learn speaking skills. The classroom observation and interview also revealed that the authentic material presented by teacher could not play great role in motivating the learners .From this one can conclude that the way authentic materials were implemented and exercised to motivate the students in the classroom was low.

Table 4.1.2. The Role of authentic materials in presenting new language for the learners

Authentic materials that are presented by teachers help in:		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Total
presenting you the new language you need to practice speaking skills	Fre.	7	11	3	42	27	80
	%	8.75	13.75	3.75	52.5	33.75	100

Concerning the role of authentic materials in presenting new language the students need to practice in speaking, only 7 (8.25%) and 11 (13.75%) answered 'strongly disagree' and 'disagree' respectively. However the majority of the respondents 27 (33.75%) and 42 (52.5%) replied 'strongly agree' and 'agree' in respective order. This shows authentic materials present new language that the learners need to practice. The classroom observations and interview also showed that the materials introduced the language items students need for practice in a more modern way mainly through guessing contextually and in explanation. From this one can conclude that authentic materials present the new language the students need to practice speaking skills.

Table 4.1.3. The role of authentic materials in helping the learners to practice and use the language outside the classroom

Authentic materials that are presented by teachers help in:		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Total
practicing and using you the language outside the classroom	Fre.	17	29	1	20	13	80
	%	21.25	36.25	1.25	25	16.25	100

The response the students gave for the role of authentic materials in practicing and using the language outside the classroom, only 17 (21.25%), 29 (36.25%) and 1 (1.25%) replied 'strongly disagree' 'disagree' and 'undecided' respectively. The other respondents 13 (16.25%) and 20 (25%) responded 'strongly agree' and 'agree' in respective order. Majority of the respondents 46 (57.5%) agreed that authentic materials could not play a crucial role in practicing and using the language outside the classroom. From the response provided it is possible to say authentic materials that presented by teachers could not help in practicing and using the language outside the classroom.

Table4.1.4. The role of authentic materials in presenting an interesting speaking lesson

Authentic materials that are presented by teachers help in:		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Total
presenting you interesting lesson to learn speaking skills	Fre.	13	28	1	5	33	80
	%	16.25	35	1.25	6.25	41.25	100

Regarding the role of authentic materials in presenting interesting lesson to learn speaking skills, majority of the respondents,13(16.25%) and 28(35%) responded ‘strongly disagree’ and ‘disagree’ respectively. 1(1.25%) of the respondent limited to ‘undecided’. The other respondent 5 (6.25%) and 33(41.25%) responded ‘agree’ and ‘strongly agree’ respectively .Majority of the respondents 41(51.25%) disagreed that authentic materials could not help the students in presenting an interesting lesson or activities.

Table4.1. 5.The role of authentic materials in relation to text-book

Authentic materials that are presented by teachers help in:		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Total
improving your speaking skills than English textbook	Fre.	1	36		39	4	80
	%	1.25	45		48.75	5	100

Regarding the role of authentic materials in improving the learners’ speaking skills in relation to English text book, only 1(1.25%) and 36(45%) replied ‘strongly disagree’ and ‘disagree’ respectively .But 42(52.5%) and12 (15%) responded ‘agree ‘and ‘strongly agree’ respectively. The result from Open ended question showed that majority of the respondents 56(70%) replied authentic materials improve their speaking skills. They also reported that it enables them to speak freely.

Table 4.1.6.Role of authentic materials in providing information gap activities

Authentic materials that are presented by teachers help in:		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Total
providing information gap activities such as sharing ideas with each other	Fre.	2	8		49	21	80
	%	2.5	10		61.25	26.25	100

As can be seen from the table 1 above, only 2 (2.5%) and 8(10%) answered ‘strongly disagree’ and ‘disagree’ that authentic materials provide information gap activities such as sharing ideas with each

other. Majority of the respondent 49(61.25%) and 21(26.25) responded ‘agree’ and ‘strongly agree’ respectively. In addition, the data obtained through classroom observation and interview, also revealed that the activities presented in the materials to enhance speaking skills were used by the teacher to develop speaking skills of the students.

Table4.1.7. Role of authentic materials in providing Problem solving activities

Authentic materials that are presented by teachers help in:		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Total
providing problem solving activities like puzzles	Fre.	7	17		37	19	80
	%	8.75	21.25		46.25	23.75	100

Concerning the role of authentic materials in providing problem solving, only 7(8.75%) and 17(21.25%) answered ‘strongly disagree’ and ‘disagree’ respectively. majority of the respondent 37(46.25%) and 19 (23.75) responded ‘agree’ and ‘strongly agree’ respectively. The data from classroom observation and interview also indicated that teachers used different problem solving activities to develop students’ speaking skills.

Table4.1.8. Role of authentic materials in providing opinion gap activities

Authentic materials that are presented by teachers help in:		Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Total
Providing opinion gap activities which involve identifying and articulating personal feeling and attitudes	Fre.	8	20		42	10	80
	%	10	25		52.5	12.5	100

Regarding the role of authentic materials in providing opinion gap activities, only 8(10%) and 20(25%) replied ‘strongly agree’ and ‘agree’ respectively. On the other hand, majority of the respondent 52(65%) agreed that authentic materials present these activities. The data from classroom observation and interview also indicated that teachers used these activities to develop students’ speaking skills.

Generally from the data presented one can conclude that the role of authentic materials in presenting an interesting and motivating lesson was low. Even though, different activities were presented by the teachers, the results from classroom observation and interview revealed that the materials were not made the students to practice and use the language outside the classroom. In addition, they were not advised and encouraged to use the language outside the classroom in their real life which contradict Robinson's idea.

4.2.1. The role of Teacher in speaking classroom

Table 4.2.1. The role of teachers in encouraging students to participate

Teacher in the classroom:		Very Low	Low	Average	High	Very high	Total
encourages you to participate actively in speaking lesson	Frequency	12	29	14	17	8	80
	%	15	36.25	17.5	21.25	10	100

From the total of 80 students who gave response to the role of teachers in encouraging students to participate actively in the classroom, only 8(10%) and 17(21.25%) answered 'very high' and 'high' respectively. But the other respondents 14(17.5%) responded 'average'. Majority of the respondent 12(15%) and 29(36%) answered 'low' and 'very low' respectively. In addition, the data gathered through observation and interview revealed that similar results. From this, it is possible to conclude that the role of teachers in encouraging the students to participate actively in the classroom is low.

Table 4.2.2. The role of teachers in advising students to use the language outside the classroom

Teacher in the classroom:		Very Low	Low	Average	High	Very high	Total
advises you to use the language outside the classroom	Frequency	5	43	22	7		80
	%	6.25	52.75	27.5	18.75		100

Concerning the role of teachers in advising the students to use the language outside the classroom, only 7(18.75%), 22(27.5%) and 5(6.25%) answered 'very high', 'average' and 'very low' respectively. However, majority of the respondents 43(52.7%) replied 'low'. The classroom observation showed that the role of teachers is low in advising the students to use the language outside the classroom. From this analysis one can understand that teachers rarely advise the students to use the language outside the classroom.

Table 4.2.3. The role of teachers in making the students to use different ways of using the language

Teacher in the classroom:		Very Low	Low	Average	High	Very high	Total
makes you to use different ways of using language like arrangement of words, information and reasoning gap activities and the likes	Fre		6		43	31	80
	%		7.5		53.75	38.75	100

As far as making the students to use different ways of using language like arrangement of words information gap activities, majority of the respondents 43(53.75) and 31(38.75%) responded ‘very high’ and ‘high’ respectively. Only 6(7.5%) answered ‘low’. The data from classroom observation also showed that teachers brought different activities to make the students to use different ways of language learning..

Table.4.2, 4. The role of teachers in giving the students to practice speaking by providing different speaking tasks

Teacher in the classroom:		Very Low	Low	Average	High	Very high	Total
gives you the chance to practice speaking skills by providing Speaking tasks like opinion gap activities	Fre	2	39	27	9	3	80
	%	2.5	48.75	33.75	11.25	3.75	100

Regarding the role of teachers in giving the chance students to practice speaking skills, only 3 (3.75%), 9(11.25%) and 27(33.75%) replied ‘very high’, ‘high’ and ‘Average’ respectively. However, majority of the respondent 39(48.75%) and 2(2.5%) answered ‘low’ and ‘very low’ respectively. On the other hand the classroom observation showed that the role of the teacher is limited to low. The students were hardly observed being involved in the practice which contradicts Nunan (1991) suggestion.

Table.4.2,5. The role of teachers in assisting and directing the students to practice speaking by providing different speaking tasks

Teacher in the classroom:		Very Low	Low	Average	High	Very high	Total
Assist and direct you during group discussion	Fre		7	26	28	19	80
	%		8.75	32.5	35	23.75	100

The response of the students gave for the role of teacher in assisting and directing during group discussion is that only 7(8.75%) and 26(32.5%) replied ‘low’ and ‘average’ respectively. Majority of the respondents 28(35%) and 19(23.75%) answered ‘very high’ and ‘high’ respectively. The result of classroom observation and interview showed that the teacher assisted and directed the students on group work.

Table 4.2, 6. The role of teachers in initiating the students

Teacher in the classroom:		Very Low	Low	Average	High	Very high	Total
initiates you by presenting techniques like storytelling and debate to improve your speaking skills	Fre	22	32	11	8	7	80
	%	27.5	40	13.75	10	8.75	100

Concerning the role of teacher initiating the students by presenting techniques like storytelling and debate to improve their speaking skills, only 7(8.75%), 8(10%) and 11(13.75%) answered ‘very high’, ‘high’ and ‘average’ respectively. However majority of the respondents 32(40%) and 22(27.5%) responded ‘very low’ and ‘low’ respectively. The result of classroom observation and interview showed that the teachers could not initiate the students by presenting different techniques. From this analysis it is possible to conclude the role of teachers in initiating the students were low.

Table 4.2, 7. The role of teachers in organizing and arranging the students' group discussion

Teacher in the classroom:		Very Low	Low	Average	High	Very high	Total
Organizes and arranges your group discussion to create conducive environment for the lesson	Fre		11	24	35	10	80
	%		13.75	30	43.75	12.5	100

Regarding organizing and arranging group discussion, only, 11(13.25%) and 24(30%) replied 'low' and 'average' respectively. Majority of the respondent 35 (43.75%) and 10 (12.5%) 'High' and 'Very high' respectively. The class room observation showed that the teacher arranged and organized group discussion to make conducive environment for the speaking lesson.

Table 4.2, 8. The role of teachers in helping the students by giving clues during speaking

Teacher in the classroom:		Very Low	Low	Average	High	Very high	Total
helps you by giving a clues during your speech	Fre	39	27		14	11	80
	%	48.75	33.75		17.25	13.75	100

As seen from the above table 2.8, only 11(13.75%) and 14(17.25%) answered 'very high' and 'high' respectively. But Majority of the respondents 39(48.75%) and 27(33.25%) responded 'Very low' and 'Low' in respective order. In addition, the data gathered through classroom observation revealed similar results. This shows that teachers hardly help the learners by giving clues during their speech.

Generally, responses of the majority of students, classroom observations and interview showed that the role of teachers in developing speaking skills was found to be low.

4.3. The Role of the Students in speaking classroom

Table4. 3.1 The role of learners in searching new meaning to improve their speaking skills.

Item		Always	Usually	Sometimes	Rarely	Never	Total
I search for the meaning of new words that are written in the authentic materials to improve my speaking skills	Fre.	21	37	17	5		80
	%	26.25	46.25	21.25	6.25		100

In the first question, students were asked if they search for new words that are written in the authentic materials. The majority of the respondents 37 (46.25%) answered that they usually search for the new meaning. But 21 (26.25%), 17(21.25%) and 5(6.25%) answered ‘always’, ‘sometimes’, and ‘rarely’ respectively.

Table4.3.2.The role of learners in using daily learned spoken lesson in their real life for speaking purpose

Item		Always	Usually	Sometimes	Rarely	never	Total
I use daily learned Spoken lesson in their real life for speaking purpose	Fre.	3	14	12	47	4	80
	%	3.75	17.5	15	58.75	5	100

Regarding the second question, 4 (5%) of the respondents answered that they never use daily spoken lesson in their real life for speaking purpose. On the other hand, the majority of the respondents, 47 (58.75%) replied that they rarely use the spoken lesson. 12 (15%), 14 (%) and 3 (3.75%) of them stated that they use the spoken lesson ‘sometimes’, ‘usually’, and ‘always’ respectively. From the students’ response it is possible to conclude that almost majority of the students were not using daily learned spoken lesson in their real life for speaking purpose. This might lead to poor performance of students in speaking class.

Table4.3.3.The role of learners in sharing their ideas about language learning problems

Item		Always	Usually	Sometimes	Rarely	never	Total
I share ideas about language learning problem with my friends and teacher	Fre.		7	19	37	17	80
	%		8.75	23.75	46.25	21	

As the table indicates, only few students 7(8.75%) and 19 (23.75%) of the respondents answered that they share ideas about language learning with their teachers and friends. But 19(23.75%) and 37(46.25) replied

‘sometimes’ and ‘rarely’ in respective order. The rest 17(21%) respondents never share ideas about the language learning problem with their friends and teachers. This shows that majority of the respondents rarely share ideas about language learning problem with their friends and teachers

Table 4.3.4. The role of Students in evaluating their strength and weakness

Item		Always	Usually	Sometimes	Rarely	never	Total
I evaluate my strength and weakness in speaking English that results from authentic materials	Fre.	4	13	29	19	15	80
	%	5	16.25	36.25	21,25	18.75	100

Regarding the fourth question, only 4 (5%) said that they always evaluate their weaknesses and strengths in speaking English and 13(16.25%) of the respondents answered that they ‘usually’ evaluate themselves. Whereas 29(36.25%) replied that they ‘sometimes’ evaluate their strength and weakness. But the other respondents 19 (21.25%) and 15 (38.75%) answered ‘rarely’ and ‘never’ respectively. From this we can conclude that above half of the respondents 34(42.5%) almost didn’t evaluate their strength and weakness in speaking English that result from authentic materials.

Table4.3.5. The role of Students in reporting their group discussions’

Item		Always	Usually	Sometimes	Rarely	never	Total
I organize different ideas of group discussion and report back for the class	Fre.	2	5	7	47	19	80
	%	2.5	6.25	8.75	58.75	23.75	100

As seen from the fifth question, only 2 (2.5%) and 5 (6.25%) of the respondents chose ‘always’ and ‘usually’ respectively. The rest 19 (23.75%) and 47(58.75%) responded ‘never’ and rarely’ respectively. This shows that majority of the respondents (66) hardly report the result of the discussion to the class. The result of classroom observations also showed that almost none of the students report their group discussions’ results to the class.

Table 4.3.6. The role of Students in participating in pair and group discussion

Item		Always	Usually	Sometimes	Rarely	never	Total
I participate in pair and group discussion	Fre.	12	25		43		80
	%	15	31.25		53.75		100

Regarding the participation of students in pair and group discussion, only 12 (25%) of the respondents answered that they always participate in pair and group discussion. 25 (31.25%) of them replied that they usually practice and 43 (53.75%) stated that they never do it. This imply that majority of the students rarely practice speaking skills outside the classroom.

Table 4.3.7. The role of Students in practicing speaking skills outside the classroom

Item		Always	Usually	Sometimes	Rarely	never	Total
I practice speaking skills outside the classroom	Fre.			17	45	18	80
	%			21.25	56.25	22.5	100

Concerning, the practice of speaking outside the classroom, only 17 (21.25%) of the respondents answered that they sometimes practice speaking outside the classroom. 45 (56.25%) of them replied that they rarely practice and 18 (22.5%) stated that they never do it. This imply that majority of the students rarely practice speaking skills outside the classroom.

Table 4.3.8. The role of Students in asking for clarification

Item		Always	Usually	Sometimes	Rarely	never	Total
I ask my teacher for clarification when I do not understand what he/she says	Fre	1		8	14	37	80
	%	1.25		10	17.5	46.25	100

As far as the final question is concerned, only 1 (1.25%) of the total respondents answered that they always ask his teachers or classmates for correction of errors in his speaking .The other 8 (10%) replied that they sometimes asked their teachers. while 14 (17.5%) of them stated that they rarely do it. However, the majority of the students 37 (46.25%) answered that they never ask their teachers or classmates for correction of errors.

Concerning the question about the problem encountered in using authentic materials asked on open ended question (see appendix) majority of the respondents (37) wrote the materials contains some complex words which takes time to understand .However; Some of the respondents(23) wrote that materials

presented an interesting lesson accompanied by visual aided pictures so that they were enjoyed learning. 14 of them wrote that frequently repeated exercises were presented and 6 of them wrote nothing. Generally, even though language scholars (Dickinson, 1995, and Wenden, 1991;) have nicely suggested that students should work autonomously in order to learn speaking skills, it could be observed from the analysis made so far that students' effort was very limited that they do little to learn by their own to improve their speaking skills.

Analysis of Classroom Observation

4.4.1. The role of authentic materials in teaching speaking skills

To see the role of authentic materials in presenting activities to teach speaking skills, a check list was prepared and used during the classroom observation as follows

Table 4.4.1. Checklist for classroom observation on the role of authentic materials

N		Section One										Section Two									
		Day										Day									
		1		2		3		4		5		1		2		3		4		5	
		y	No	ye	No	yes	No	yes	No	ye	No	yes	No	yes	No	yes	No	Yes	No	Yes	No
1	Do the activities presented in authentic materials enable the student to exchange ideas in pair and group?	√		√		√		√		√		√		√		√		√		√	
2	Do the authentic materials present the new language that the students need to practice?		√		√		√	√			√		√		√	√		√			√
3	Do the activities initiate the students to participate?		√		√			√		√		√		√		√		√		√	
4	Do the authentic materials provide activities like, information gap reasoning gap, role play and problem solving activities?	√		√		√		√		√		√		√		√		√		√	

As seen from the table, in both classes the students were discussing in pair and group to exchange their ideas. However a few of the students initiated to do the activities by participating in the classroom. Both the teachers were observed using speaking activities like information, and reasoning gap activities problem solving activities and role play.

Table 4.4.2 Checklist for Classroom Observation on the role of Teachers

No	Item	Teacher 1										Teacher Two									
		Day										Day									
		1		2		3		4		5		1		2		3		4		5	
		yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	Yes	No	Yes	No
1	Does the teacher give chances to the students to participate?		√		√		√		√		√		√		√		√		√		√
2	Does the teacher encourage the students to speak actively in the classroom?		√		√		√		√		√		√		√		√		√		√
3	Does the teacher advise the students to use the language outside the classroom?		√		√		√		√		√		√		√		√		√		√
4	Does the teacher organize students' group discussion?		√		√		√		√		√	√	√	√	√	√	√	√	√	√	√
5	Does the teacher direct and help the students during group discussion?	√		√			√		√		√		√		√		√	√			√

Teachers in both classes were observed that they were not encouraged and give chances to participate in speaking classes. Even though students from both classes were not seen telling their own stories to their classes, except two students from both section told a nice story to their classes. On the other hand the students were rarely advised to use the language outside the classroom. This shows that teacher play passive role in encouraging their students to develop their speaking skills.

Table4.4.3. Checklist for Classroom Observation on the role of students

No	Item	Section One										Section Two									
		Day										Day									
		1		2		3		4		5		1		2		3		4		5	
		yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	yes	No	Yes	No	Yes	No
1	Do the students ask their teacher for clarification on what he/she said?		√		√	√		√			√		√		√		√			√	√
2	Do the students participate in activities provided by teacher?	√			√	√			√		√		√		√		√			√	√
3	Do the students listen to the discussion and report back to the class?		√		√		√		√		√		√		√		√		√		√
4	Do the students Participate in pair and group discussion?	√		√			√		√		√	√		√		√	√				√

As seen from the table5 above, in both section students were rarely seen asking and participating in the classroom on what their teachers presented .In addition, they were hardly observed taking active participation in pair and group discussion. Except one student from section two, none of students were observed reporting the result of their discussion back to the class and none of them asked for clarification on what the teachers presented. The result of an interview with teachers also showed that students did not have interest and make active participation to improve their speaking skills. Data from the questionnaires and classroom observation showed that they rarely participate in pair and group to improve their speaking skills. This indicates that students were making less effort role to learn speaking skills

4.5 Analysis of teachers' Interviews

Based on the results of students' questionnaire, and classroom observations into consideration, the researcher prepared four interview questions for teachers (see the Appendix). The contents of the interview questions are about the role of authentic materials used to develop speaking activities, teachers' and students' role and finally about the kind of activities students preferred to be presented.

In the first questions the teachers were asked about the role of activities organized from authentic materials, both teachers said that the activities (Opinion gap activities, reasoning gap activities, role play, information gap activities, oral report and debating) organized from different sources could help students to improve their speaking skills. One of the teachers added that the materials play a great role in enhancing the speaking skills of the learners because it supported with visual aid and different activities from different sources. He stressed preparing different activities from different sources alone could not improve the speaking skills of the learners; however, learners need to have interest to engage in every activity and make active participation to improve their speaking skills. The result of students' questionnaire showed that authentic materials play a great role in helping the learners to motivate, to present new language and various activities the students practice inside and outside the classroom.

In the second questions the teachers were asked what the role of students should play to improve their speaking skills. Both the teachers reported that students had to practice and use the language outside the classroom. In addition, one of the teachers reported that students had to dedicate their time with full interest to improve their speaking skill. In addition; the teachers were asked how the student could improve their speaking skills. One of the teacher replied that he sometimes advise the students to practice the spoken language outside the classroom. However, both of them admitted that they rarely did the advice to inform the students. The data from students' questionnaire also showed that teachers rarely play their role in advising the students to improve their speaking skills. Concerning the question asked to know the kind of activities student prefer both of the teachers replied that the students prefer visual aid activities, debating, role-play, information gap activities, and the likes.

Regarding encouraging the students to participate and use the language inside and outside the classroom in their real life, both teachers reported that they rarely encourage their students to participate well as to use the language inside and outside the classroom. They also reported that they sometimes advised their students to use extra supplementary materials at their homes.

But, asked if the teachers checked whether the students really used the materials at their homes or not, both teachers answered that they did not play their roles in such a manner. This indicates that students were given some assignments but the teachers did not check whether those activities were done or not.

Generally, the data from the teachers' interview, too, indicated that authentic materials provide different activities which can motivate students to enhance their speaking skills. It could be recognized that teachers were preparing activities from different sources but could not play active role in encouraging students to use the language inside and outside the classroom.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSION

From what has been discussed and analyzed so far, the following Conclusions have been drawn.

- It is obvious that authentic materials tend to play great role in teaching and learning process. However, Majority the data gathered showed that, they could not motivate and initiate the students to learn speaking skills. Even though authentic tasks are presented, the students are not interested to participate and make active participation in the classroom which contradicts young's comment. Young (1980) points out the role of authentic materials from the learner's viewpoint;" they are motivating, interesting and useful, with content that does not cause them culture shock or discomfort"
- The role of English teachers is to create conducive environment for learning. To do so, a teacher is expected to act differently in different situations. Concerning teaching speaking, a teacher has to play his role in all stages actively. However, almost all the data showed that the teachers were not playing active roles in improving the speaking skills of the learners. They did not encourage and help the students to use the language inside and outside the classroom. No maximum amount of practice of activities was given for students to practice inside the classroom. It could be observed from the data that they did not create enough opportunities for students to use the language in real life communication. Generally, teachers are hardly playing their role in presenting the lessons, giving appropriate practice, encouraging and motivating the learners.
- Even though, teachers prepared different activities besides textbooks, the study depicted that they were not properly presented to motivate and attract the interest of the learners. The activities should enable students to use the language for communication in the real life.
- English teachers are required to develop speaking activities which enable students to use the language for communication purpose. However, the study depicted that the teachers were presenting some complicated activities which are beyond the level of the learners in the form of dialogues, questions/ answers and sometimes telling stories. As the analysis of the data reveals the activities in the materials were even not adapted to meet the need of the learners. The students were seen reading the activities and writing the answers in their exercise books.

- In developing speaking skills, the students also have their own role. Even though a lot is expected of them, the result of the study showed that they mostly tended to be passive in the classroom. As the data indicated the students rarely used English outside their classroom, especially in real life communications. Consequently, the result showed that the students have poor performance in speaking English.
- Even though the students prefer visually aided authentic teaching materials that make them enjoy learning, the results of data showed that different activities were organized from different sources which could not attract the interest of students in learning speaking skills.

5.2 RECOMMENDATION

Based on the drawn conclusions, the following recommendations have been made.

- The authentic materials prepared by the teachers should play their role in motivating and enhancing the students in learning speaking skills. Teachers have to choose and use appropriate authentic materials that promote the teaching of speaking skills.
- Teachers should play their role in creating opportunities for learning speaking skills through presenting the authentic materials systematically and meaningfully, by devising and providing maximum amount of practice, giving regular and frequent visually aided activities to develop the speaking skills of the learners.
- Teachers should advise and encourage the students to use the language in their real life. They are also needed to teach speaking strategies to develop students' learning autonomy.
- Teachers should develop speaking activities which enable the learners to use the language for the purposes of communicating in the real life..
- Teachers should prepare activities that should meet the need and level of the students to developing their speaking skills.
- Students should play their role in learning speaking skills. They have to participate actively in the classroom in activities such as asking and answering questions, asking for clarity, group and pair discussions, reporting what they discussed or listened. In addition to this, they should communicate with people outside their classrooms. Generally, they have to use the language in the real life for the means of communication through taking risks and getting themselves exposed to the access of using English.
- The school should maintain language laboratory and redesign the broadband to create good Opportunities for the teachers and learners.

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Appendices

Appendix A

Questionnaire for Students

Dear Student,

The purpose of this questionnaire is to gather data for a study on MA degree in Teaching English as a Foreign Language. This study aims at assessing the role of authentic materials in enhancing speaking skill. It also identifies your role in creating authentic situation in the classroom to enhance your speaking skills. It also identifies some problems, if any, which are related to teaching speaking skills and some problems related to using authentic materials.

The researcher hopes that the finding of this study will create better awareness about the role of authentic materials in teaching and learning speaking skills. Your contribution to the success of this study is highly appreciated. Therefore, please be honest and feel free to provide genuine information.

Thank you.

Sincerely yours,

Lemma Tulu

School Of Humanity and Law

Adama Science and Technology University

Part I: The Role of Authentic Materials

Instruction: The following statements are about assessing the role of authentic materials in enhancing speaking skills. Use a tick (✓) to indicate the degree to which you agree to their role in enhancing your speaking skills under the appropriate column. **Strongly agree, Agree, Disagree strongly disagree, and Undecided**

No	Authentic materials that are presented by teachers helps in:	Strongly agree	Agree	Disagree	strongly disagree	Undecided
1	Communicating you with the language easily with people					
2	Motivating you to learn speaking lesson					
3	Presenting the new language you need to practice in speaking					
4	Practicing and using the language outside the classroom					
5	Initiating you to use your strategies to learn speaking					
6	improving your speaking skills than text book					
7	Providing information gap activities such as sharing ideas with each other					
8	Providing Problem solving activities					
9	Providing opinion gap activities, which involve identifying and articulating personal feeling or attitude					
10	Providing reasoning gap activities in which you give reasons					

11. Are authentic materials used in the classroom improves your speaking skills? A. Yes ☐ B. ☐

No

12. If “yes “mention at least three reason how it improves your speaking skills

13. Which do you prefer more authentic materials to English text books?

A. Authentic Materials

B. English Text books

14. If “Authentic Materials” write briefly your reasons-----

15. Do you think authentic materials enhance your speaking skill? A. Yes ☐ B. No ☐

16. If “yes” write how it enhances your speaking skills?-----

17. Write at least five roles of authentic materials

18. What are the problems that you encounter while using authentic materials in learning
speaking skills? -----

Part II. The role of teachers in the classroom

Instruction: The following statements are about the role of English teachers in implementing authentic materials to create authentic situation. Read the statements and put a tick mark (√) under the corresponding column to indicate the degree to which you agree to their role in creating authentic situation. **Low, Very Low, Average High, Very high**

No	The Teachers in the Classroom:	Low	Very Low	Average	High	Very high
1	encourages you to participate actively in authentic speaking activities					
2	encourages you keep on talking through creating authentic situation in the classroom					
3	Makes you to use different ways of using language like arrangement of words, information gap activities					
4	Gives you the chance of to participate by providing authentic tasks like opinion gap activities					
5	Assist and direct you during group discussion					
6	Motivate you by presenting techniques like storytelling ,debate, drama and the like					
7	Arranges and organize your group discussion to create authentic situation					

Part III. The role of students speaking in the classroom

Instruction: The following statements are about your role to develop speaking skill through authentic materials. Read them carefully and decide whether you use them always, usually, sometimes, rarely or never by putting the statements and put a tick mark (✓) under the corresponding column

No	Item	always	usually	sometimes	rarely	never
1	I ask my teacher for clarification when I do not understand what he/she says					
2	I use daily learned Spoken lesson in the real life for communication purpose					
3	I share ideas about language learning problem with my classmate and teacher					
4	I evaluate my strength and weakness in speaking English that results from authentic materials					
5	I organize different activities and report for the class					
6	I search for the meaning of new words that are written in the authentic materials					
7	I practice speaking skills outside the classroom					

8. What are the problems that you encounter while learning speaking skills through authentic materials?-----

Appendix B

Classroom Observation Checklists

Part I: Checklist for Classroom observation on the role of authentic materials

[illegible]

Part II. Checklist for Classroom observation on the role of teachers in speaking classroom

[illegible]

Part III. Checklist for Classroom observation on the role of students

[illegible]

Appendix C

Part I. Interview questions for teachers

1. From the classroom observation, I could see that you organized different activities and taught the students. Do you think these activities enhance the speaking skills of the learners? What are the problems that you encounter while teaching speaking skills through authentic materials?
2. What do should your students do to improve their speaking skills?
3. What kind of activities do students prefer to be presented?
4. From the classroom observation I saw that students participated rarely in the classroom. Do you use any strategy to encourage your students to participate and use the language?

STUDENTS' QUESTIONNAIRE (AFAN OROMO)

Yunivarsiitii Saayinsii fi Teechnoloojii Adaammaatti

Damee Qo'annaa Hiyumaanitii fi Seeraa

Muummee Afaan Ingliffaa

Gaaffii Qo'annaa Barattootaaf Qophaa'e

Kabajamoo barataa:

Duraan dursa nagaa isinii dhiyeessaa kaayyoon gaaffilee kanaa ragaa barbaachiisaa qorannoo digrii lammaffaaf hojjechuuf funaanamudh. Qorannichi kan kaayyefatu gahee meeshaaleen barnoota bariisaan qophaa'an dandeetti dubbachuu saffisiisurraatti qaban sakkata'uufiidha. Gama biraan gahee ati dandeettii dubbachuu guddifachuuf bahuu qabdu kallatti meeshaalee kanaan adda baasuuf kan qophaa'eedha.

Argannoon qorannoo kana irraa caalaatti hubannoo waa'ee gahee meeshaalee barnoota barsiisaan qophaa'an kan uumu ta'uub qorataan qorannoo kan kan abdatu ennaa ta'u galma gahiinsa qorannichaaf gumaachii keessan sirritti jajjabeeffama. Kanaaf raga amanamaa fi soda tokko malee akka kennitan kabajaan gaafadha.

Nagaa Wajjiin!

Obbo Lammaa Tullu

I. Gahee Meeshaale barnoota barsiisan qophaa’an ilaalchisee:

Qajeelfama:- Himoota armaan gadii waa’ee Sakata’insa meeshaale barnoota dabalatan barsiisaa keetiin qopha’anii dagaagina dandeetti dubbachuu irraatti gahee isaan qaban ibsu. Himoota xiyyeeffannaan dubbisuun gahee isaan dagaagina dandeettii dubbachuu kee irraatti qaban ibsu mallattoo(✓)kan ka’uun walii galuufi waligaluu dhabuu kee ibsi.

Sirritin Waligala,Walii gala,hin murteessine?Wali hingalu Sirriti wali hingalu

T/ L	Meeshaaleen Barnoota barsiisaan qophaa’an:	Sirritin waligala	walii ngala	Hinmurt essine	Walihi ngalu	Sirriti Walihin galu
1	namoota waliin qooqicha akka salphaatti dubbachuuf gumaacha si taasiisa.					
2	Barnoota dubbachuu barachuuf si kakkaasa					
3	Jechoota haaraa dubbiif shaakaluu barbaadu bal’inaan ni si dhiyyeessuu					
4	Qooqicha dareen alatti akka shaakaltuu fi itti fayyadamtu si taasiisa					
5	Tarsiimoo keetti fayyadamuun qooqicha akka baratu si kakkasu					
6	Shaakala rakoollee furu(problem solving activities) ni dhiyyeessuu					
7	Shaakala ragaa danga’a (information gap activities) dhiyeessuun yaada akka wal jijjiirtu si taasiisa					
8	Shaakaloota yaadni dhuunfaa itti kennamu(opinion gap activities) si dhiyyeessu					
9	Kitaaba caala dandeetti dubbachuu kee siif foyyeessu					
10	Shaakaloota sababa danga’aa(reasoning gap activities) ati yaada itti kennitu si dhiyyeessu					

11. Meeshaaleen barnoota barsiisan qopha’an dandeettii dubbachuu kee ni foyyeessuu?

A. eeyyen ☐ B. lakki ☐

12. Yoo “eeyyen “ ta’e akkamitti akka siif foyyeessan sababa kee ibsi-----

13. kam irra caalatti filatti? A. kitaaba Ingliffaa dareef qophaa’e B.Meeshaalee barnoota
barsiisaan qophaa’an? C.kan biro-----

14. Yoo “eyyeen “ ta’e sababa kee ifa godhii ibsi-----

15. Meeshaaleen barnoota dabaltan bariisan qophaa’an dandeettii dubbachuu kee naaf foyyessu
jette ☐ ☐

amanta? foyyee? A. eeyyeen B. lakki

16. Yoo “eyyeen “ ta’e akkamitti dandeetti dubbachuu kee siif foyyeessuu?-----

17. Gahee meeshaalee barnoota barsiisaan qophaa’an si gumaachee yoo xiqaatte sadii barreessi

18. Rakkoo meeshaalee leenjii barsiisan qophaa’an fayyadamurraatti si qunaman barreessii-----

II. Gahee barsiisa ilaalchisee:

Qajeelfama: - Himoota armaan gadii gahee barsiisaa Ingiliffaa kee bahuu Sakata'insa meeshaale barnoota dabalatan barsiisaa keetiin qopha'anii dagaagina dandeetti dubbachuu irraatti gahee isaan qaban ibsu. Himoota xiyyeeffannaan dubbisuun gahee inni/isheen dagaagina dandeettii dubbachuu kee irraatti qabu/du ibsu mallattoo(✓)kan ka'ii.

T/ L	Barsiisaan daree keessaatti:	Sirrittin waligala	walii ngala	Hinmurt essine	Walihi ngalu	Sirriti Walihin galu
1	Hirmaannaa ho'aa daree keessaatti akka taasiistu si jajjabeessa					
2	Ingiliffaa akka dubbatu sigargaara					
3	Yaada ennaan kennu akkan itti fufu na jajjabeessa					
4	kutaa keessaatti haala mijataa uumuun dubbii akkan itti fufu nagargaara.					
5	Qooqicha dareen alatti akka shaakaltuu fi itti fayyadamtu si taasiisa					
6	Qooqicha karaa adda addaan akkan itti fayyadamu na taasiisa.Fkn jechoota waduraduuba kaa'uu,shaakala raga daanga'aa fikkf					
7	Gareen ennaa mari'adhu na qajeelcha,sirreefamas naaf kenna					

III. Gahee barataa ilaalchisee

Qajeelfama: - Himoota armaan gadii guddina dandeetti afaanii dhufu keessaatti gahee kee mirkanneefannaaf kan qopha'aaniidha. Kanaaf xiyyeeffannoon dubbisuun hagama akka itti fayyadamtu mallattoo(✓)kana ka'uun murteessi.

T/L	Himoota	Yeroo hunda	Yeroo baay'ee	Yeroo tokko tokko	Yeroo xiqqoo	Gonkuma
1	Ani barsiisaa koo waan na hingalle akka ifa naaf ibsu/tu nan gaafadha					
2	Ani ciminaafi hanqina meeshaaleen barnoota barsiisan qophaa'an dandeetti dubbachuu koorraatti fide nan madaala					
3	Ani waan barsiisaan koo jedhu/ttu yoo naa galuu baate akka naaf irraa deebi'uun naaf ibsan nan gaafadha					
4	Ani Shaakaloota adda addaa qindeessuun kutaaf nan dhiyeessaa					
5	Ani Sirreefama dogoggora dubbii koorraatti uumamu hiriya koo nan gaafadha					
6	Jechoota haaraa meeshaalee barsiisan qopheessurra argadhu hiika isaanii galmee jechootarra nan barbaada					
7	Ani dandeetti dubbachuu koo cimsuuf dareen alatti nan shaakala					

8. Dandeetti afaani barsiisuuf meeshaalee barnoota barsiisan qopaa'an irraatti rakoolee si qunnaman barreessii-----
